DOCUMENT RESUME

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ABSTRACT

The inservice teacher program described here presents four motivational/instructional procedures that incorporate important motivational principles and provide the main means for aiding children to become increasingly mature in motivation, educational achievements, and self-direction. This description provides information on the purposes and content of the program as well as activities and resources involved. A critique, ordering information, and history of development are also included. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: INDIVIDUALLY GUIDED MOTIVATION

Publication Date(s): Copyright 1st Ed. 1972; 2nd Ed. 1974; 3rd Ed. 1975.

Intended Users: In-service teachers concerned with increasing student motivation to learn

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grade Level(s): Elementary

Number: Total school staff

Primary Focus: Four motivational/instructional procedures that incorporate important motivational principles provide the main means for aiding children to become increasingly mature in motivation, educational achievements and self-direction.

School subject(s) and/or in-service topic(s) covered:

The four motivational/instructional procedures are:
1. Adult-child conferences to encourage independent reading,
2. Teacher-child conferences for goal setting,
3. Older children tutoring younger children, and
4. Small-group conferences to encourage self-directed prosocial behavior.

What participant does in using the materials:

Every teacher should study the textbook, view and discuss each of the five films. Five two-hour sessions or a two-day workshop could provide the time sequence for completing this program. Large group sessions could secure information, view films and take self-assessment exercises. Large or small groups could them critique learnings and apply information, discuss and do role plays. There are also individual activities provided.

Resources:

To complete this program on individually guided motivation, a 16 mm film projector and screen, microphone and public address system, and chalkboard(s) are required.

Describer critique: The product appears to be appropriate to provide adequate in-service training in I/G/M for teachers. Special provision is made for training non-certified adults and students as tutors. The purposes are consistent with current educational philosophy and the product would appear to be suitable to achieving its objectives. The films, which employ real teachers and children who were not scripted, are of good quality and serve both to motivate and to demonstrate.

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B. IN-DEPTH INFORMATION

Title: INDIVIDUALLY GUIDED MOTIVATION

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Intended Users: In-service teachers concerned with increasing student motivation to learn

Grade Level(s): Elementary

Number: Total school staff

Primary Focus: Four motivational/instructional procedures that incorporate important motivational principles provide the main means for aiding children to become increasingly mature in motivation, educational achievements and self-direction.

1.0 PURPOSES:

Both beginning and experienced teachers often need assistance in getting children to want to learn, to behave reasonably well, and to become self-directive and responsible for their learning conduct. Teachers need to create a wholesome learning environment, free of disruptive student behaviors and discipline problems.

A system of Individually Guided Motivation was formulated to assist teachers in solving motivational problems such as these: The I/G/M system calls for a school-wide cooperative effort to identify general motivational objectives for all children in the school and then plan and carry out motivational-instructional procedures based on each child's present level of motivation, achievement, and self-direction. Four motivational-instructional procedures that incorporate important motivational principles provide the main means for aiding children to become increasingly mature in motivation, educational achievement, and self-direction. They include:

1. Adult-child conferences to encourage independent reading,
2. Teacher-child conferences for goal setting,
3. Older children tutoring younger children, and
4. Small group conferences to encourage self-directed prosocial behavior.

2.0 CONTENT — Scope and Sequencing of Topics:

The teacher's textbook, Individually Guided Motivation, gives an overview of I/G/M, a detailed description of each of four motivational-instructional procedures, and an overview of the theories of motivation and their relationship to the four motivational-instructional procedures. One film also presents an overview; the other four films each portray a different procedure. You can readily infer how to relate the inservice use of the textbook and films by noting the parallel titles of the first five textbook chapters and the films:

	Chapter	Film (13-21 minutes each)
1.	You Can Become A Motivational Expert	Individually Guided Motivation As Overview
2.	Motivating Children to Read Independently	Encouraging Independent Reading
3.	Goal-Setting Conferences	Setting Individual Goals for Learning
4.	Guiding Children As Tutors	Guiding Children As Tutors
5.	Children Become Increasingly Self-Directive	Guiding Children Toward Self-Directed Behavior
6.	Theories of Motivation	

Non-certified adults and students may also be tutors. They do not participate in the complete in-service program. Two separate books — A Guide For Adult-Child Reading Conferences and Tutoring Can Be Fun were prepared to be used with the related films (in place of the text) for these two groups.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

Five two-hour sessions or a two-day workshop for staff are suggested. Included are large group sessions to secure information, view films, and take self-assessment exercises. Large/small group sessions critique and apply information, discuss practice exercises and do role play. Independent and small group planning work on implementation of I/G/M. Independent study, practice and evaluation are also done.

3.2 Help given in use of product:

The bibliography is comprised of motivational research, practical papers and evaluation studies by R&D center staff. An in-service implementation manual for I/G/M is provided. The manual appears to be complete with objectives, schedules, etc. It provides the in-service program to prepare coordinators and the in-service program for the staff of a building. The appendices contain tables outlining agendas for in-service meetings, tables from I/G/M for reproduction, book and films recommended for various kinds of in-service meetings.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Chapters 2-5 of the textbook contain self-assessment exercises. The appendices contain a pool of multiple-choice test items, a sample answer sheet and questionnaires.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

A one-day awareness conference conducted by an implementation team from the R&D center is recommended to prepare coordinators. This is followed by a two-day coordinators' training workshop. Other resources required include appropriate space for the various activities, a 16mm projector and screen. A P.A. system and availability of chalkboards are recommended for large groups.

5.2 Distributor name/address:

Wisconsin Research & Development
Center for Cognitive Learning
1025 W. Johnson Street
Madison, Wisconsin 53706
Phone: 608/263-4214 (ask for Cheryl Teasdale)

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INDIVIDUALLY GUIDED MOTIVATION (TEXTBOOK)	$3.00	--	1/teacher	Yes*
In-service Implementation Manual for IGM	$1.00	--	1/coordinator	Yes
Films (5 per set)**	$350.00	**	**	Yes

* Textbook is reusable if additional sheets are used to record activities on forms provided in text.

** There are five films in each set at $350/set. Individual price per film is $85. Films may also be rented at $3 each per day, plus $5 handling. One set can be used by as many as five schools.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This two-day workshop on Individually Guided Motivation was developed at the Wisconsin Research & Development Center for Cognitive Learning at the Univeristy of Wisconsin, Madison, under the direction of Herbert J. Klausmeier, Principal Investigator for the I/G/M Program.

6.2 How developed and when:

This came through a research and development center by funds from the National Institute of Education, Department of H.E.W. Center Contract #NE-C-00-3-0065. Procedures have been practiced and refined in many schools starting in the 1965-66 school year.

6.3 Evidence of effectiveness with users:

The bibliography in the textbook contains a list of evaluation studies by the Research and Development Center staff.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product seems to be consistent with its purposes. The textbook provided appears appropriate and complete. The five films, which employ real teachers and children who were not scripted, are of good quality and serve both to motivate and to demonstrate. The in-service training manual is more than adequate. This product would be appropriate for pre-service training as well. The films would be effective for use with parents and community groups as an explanation of the school program and philosophy, where I/G/M is adopted. The provision for training non-certified adults and students to be tutors seems adequate and appropriate. This product could also be used by individual teachers successfully, however, the system is designed to involve a total school district and the total instructional staff at each school.

Content accuracy/social fairness/community acceptance issues:

No ethnic or sexual bias is evident.

Overall summary/comment:

The product appears to be appropriate to provide adequate in-service training in Individually Guided Motivation for teachers. Special provision is made for training non-certified adults and students as tutors. The purposes are consistent with current educational philosophy and the product would appear to be suitable to achieving its objectives.